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type of work, let us be guided by lists, prepared by those who already have done much work of this character.*

In the University High School of Chicago, the German department has utilized this outside reading experimentally also in class. The "A" grade students were seated in the rear. As soon as the instructor was satisfied that the principle under discussion could be applied by these students, they were excused from further recitation, while the rest of the class underwent further drill for the rest of the period. This seems to me one of the most admirable adaptations, but let it be understood again *in very small classes.* Such work must be carefully planned and carried out to function properly.

(To be concluded.)

Berichte und Notizen.

I. Sektionsversammlungen der Lehrer moderner Fremdsprachen.

I.

Die *Association of Modern Language Teachers of the Central West and South* tagte den 20. und 21. April zu Indianapolis, im Deutschen Hause. Zugegen waren, jedenfalls infolge der Zeitereignisse, bedeutend weniger als im Vorjahre, aber immerhin zwischen hundert und hundertfünfzig Personen, darunter die Vertreter des Deutschen in grosser Mehrzahl.

Freitag abend, 8 Uhr, fand ein einfaches Festessen im Speisesaal des Deutschen Hauses statt. Darauf folgte die vorzügliche Rede des abgehenden Präsidenten, Prof. A. G. Canfield, Michigan, über „Voltaire und die moderne Bildung".

Bei der nachfolgenden Geschäftssitzung herrschte infolge der erfreulichen Bericht des Geschäftsführers des *Journal*, Prof. A. Busse, Hunter College, und des Unterzeichneten als Sekretär-Schatzmeisters eine gehobene Stimmung. Das Journal wird beim Jahresschluss einen bedeutenden Überschuss zu verzeichnen haben. Auch hat die stets wachsende Abonnentenzahl das zweite Tausend schon bedeutend überstiegen!

Unser Verband, kurz als *M. L. T.* bezeichnet, hat ebenfalls einen ganz phänomenalen Aufschwung zu verzeichnen. Erst vor fünfzehn Monaten gegründet, zählt er heute schon über siebenhundertundfünfzig Mitglieder, und es haben sich ihm schon acht verschiedene Zweigverbände angeschlossen.

Das Programm, welches Samstag morgen, 9½ Uhr, im kleinen Auditorium des Deutschen Hauses fortgesetzt wurde, war äusserst reichhaltig und gediegen. Prof. R. Clyde Fond las über Aussprache im französischen Unterricht und betonte den Wert des guten Lesens seitens des Lehrers und der Schüler. Über dasselbe Thema las, kurz, nachmittags auch Prof. A. Coleman-Chicago, betonte aber mehr die technisch-phonetische Seite.

* Cf. List prepared by Prof. A. Kenngott in "Monatshefte," Vol. XVII, No. 3, pp. 89–97; also Miss L. M. Schmidt's contribution to "A List of Books Suited to a High School Library," Bureau of Education, Washington, D. C., 1913, Bulletin No. 35, Whole No. 535.

Prof. W. E. Mosher-Oberlin wies trefflich in „*Significance of Word Study in Elementary Language Teaching*" auf die Wichtigkeit der Synonymik und der Studien in der Wortbildung hin, während Prof. E. F. Engel-Kansas in höchst anregender Weise seine *Laboratory*-Methode auseinandersetzte. Den Gebrauch des Stereoptikons im modernsprachlichen Unterricht nahm sich Prof. C. Heyd-Kirksville, Mo. zum Gegenstand einer wertvollen kurzen Rede, die er gleichzeitig mit Lichtbildern anschaulich gestaltete. Den Schluss der Vormittagssitzung machte Frl. Donia-Chicago, indem sie auf den Wert eines Kanons für Leistungen im neusprachlichen Unterricht in High Schools hinwies. Infolge dieser Ansprache wurde nachmittags der Executiv-Ausschuss beauftragt, behufs eines solchen Kanons einen Ausschuss zu ernennen, was in nächster Zeit geschehen wird.

Nach einem vorzüglichen Lunch, welches unsere Gastgeber, die neusprachlichen Professoren Indianas and die deutschen Abteilungen der öffentlichen Schulen von Indianapolis uns im Deutschen Haus verabreichen liessen, blieb kurze Zeit zur Begrüssung von Freunden und Bekannten. Unter den hervorragendsten Germanisten begrüssten wir mit grossen Freuden Herrn Prof. Leo Stern, Milwaukee, unseren verehrten und lieben Direktor Prof. Max Griebsch und Prof. Hatfield, Northwestern, den wir zum Präsidenten erwählten, der sich aber genötigt sah, die Ehre abzulehnen.

Unseren Gastgebern sind wir zu grossem Dank verpflichtet. Ihnen, sowohl als den Direktoren des Deutschen Hauses, wurde durch Beschluss der Versammlung ein besonderes Dankesvotum übermittels. Noch besonders nennen möchte ich hier unseren liebenswürdigen Herrn Supervisor Peter Scherer-Indianapolis und Prof. Voss-Indiana, die sich um uns besonders verdient gemacht haben.

Das erste am Nachmittags-Programm war Geschäftliches, Beamtenwahl, Berichte u. s. w., auch wurde beschlossen, als Ausdruck allgemeiner Verehrung und Teilnahme, unserem seit langer Zeit erkrankten Kollegen, Prof. A. F. Kuersteiner-Indiana, eine Blumenspende zu überreichen.

Weitere Referate über *The Experimental Investigation of Language in American Colleges*, Prof. Kellog, Janis Millikin Universität; *Teaching the Past Descriptive Tense in French according to the Direct Method.* Prof. Boree, University of Chicago High School; *Concentration in Language Study*, Prof. Babson, Purdue; *The Value of Dictation as Training for Eye and Ear in the Teaching of French*, Prof. Charlatte Hughes; *The Use of Pictures in College German Classes*, Prof. Hess, Indiana, beschlossen den Reigen. Die Referate werden wohl durchweg im *Journal* veröffentlicht werden.

Als Beamte wurden erwählt: Präsident: (noch nicht erwählt). Der Sekretär-Schatzmeister bleibt. Zum Exekutiv-Ausschuss kam an Stelle des abgehenden Prof. Dodds, Frl. Prof. Philputt, Indianapolis. Für achtzehn Staaten in unserem Territorium wurde je ein Vize-Präsident ernannt. Siehe dazu die Mainummer des *Journal.*

C. Handschin, *Sekretär-Schatzmeister.*

II.

The fourth annual meeting of the *Wisconsin Association of Modern Language Teachers* took place at Eau Claire, Friday and Saturday, May 11 and 12. The general session was held Friday afternoon. After the reports of officers and general business, the topic of the day was taken up, viz., *"The Case of Translation and Retranslation: Their Use and Abuse."*

Miss Laura Johnson of the Wisconsin High School, Madison, read the first paper: "*The Use.*" In a very thoro and able manner she discussed the many advantages of translation as an important and indispensable adjunct in modern language instruction. Her arguments were based upon actual experience, cleverly illustrated by incidents from her own classroom. Mr. A. Kenngott of the Normal School, La Crosse, then presented with equal sincerity his convictions on "*The Abuse.*" He revealed himself a "deep-dyed" protagonist of the Reform Method, basing his able arguments upon his many years of experience in teaching by means of the unadulterated direct method.

The discussion was opened by Mr. John Kliewer of the La Crosse High School, who admitted at the start that he was also an advocate of the direct method, and his arguments proved his confession. He explained with illustrations his own practice. In the general discussion which followed many interesting experiences were recited, and it was very evident that most of the speakers favored a method which makes abundant use of the foreign language, without however entirely eliminating a certain "minimum" of translation.

The banquet in the evening, held in the attractive West Side Community House, was a thoroly enjoyable affair. After an excellent dinner, we were delightfully entertained by some of Miss Jennette Marsh's pupils who presented with pleasing juvenile skill a short play, "Der Onkel", by Miss Elizabeth Perley of Fargo, N. D. Then followed several vocal duets by Professor and Mrs. Howard of the Conservatory of Music, which were heartily applauded. The address of President C. H. Bachhuber, Port Washington High School, outlined briefly many hopeful hints for the "Improvement of the Teacher in Service."

Due to the unavoidable absence of the toastmaster, Mr. Barry Cerf of the University, we were deprived of the pleasure of his repartee and wit. Fortunately Mr. Bachhuber was willing to come to the rescue and proved to be a very acceptable master of toasts. Miss James, teacher of Latin in the Eau Claire High School, responded for the Eau Claire language teachers in a very clever talk filled with local color; and Miss Elizabeth Waters of Fond du Lac regaled us with "Dooley on Christian Science", which we received boisterously without conceding any reflection upon our pet methods of teaching modern foreign languages. Among the other speakers who gave impromptu responses were Mr. A. R. Hohlfeld and Mr. J. D. Deihl of the University. The latter delighted us with some strictly modern ideas on the commercial value of modern language proficiency; whereas the former, after indulging in a vein of light pleasantry and wit, turned with characteristic depth to a serious word on the present world strife and our duty in these dark times, closing with a bright ray of hope for the future.

The final meeting, Saturday morning, which was to be devoted to sectional French and German gatherings, was confined almost entirely to German on account of the absence of the leader of the French section, Mr. Cerf. The general topic was: "*What is the actual ability of my high-school pupils after two years of study, and what specific means have I found most useful in attaining these results?*" Miss Ruth Gower of the Eau Claire High School outlined the progress of her pupils in "*Writing and Speaking*", and Miss Katherine Lehmann, Ashland High School, showed what she had been able to accomplish with her classes in imparting "*Knowledge of German Life and People.*" Both papers were carefully worked out and well received. The

next speaker, Miss Elizabeth Waters, presented informally her *"Experience in teaching Grammar."* On the whole, her talk resolved itself into a very enthusiastic plea for personality in the teacher as one of the most potent forces in all instruction. Being able to "put it across", no matter what method is used, was her slogan. Altho the paper on "Reading" could not be presented, due to the absence of Miss Harriet Hawley, Superior High School, the topic was very thoroly discussed. The chief stress was laid upon the great value of rapid private reading for content only, the work being carefully controlled by the teacher.

Appropriate resolutions were passed, and the report of the text book committe was heard and finally adopted. Plans for the publication of the report were laid, with a view to issuing it by October.

Altho the meetings were not as well attended as might be expected or desired, the close harmony and intimate exchange of ideas and experiences, rendered possible only in a small group, fully compensated in quality for what was lacking in quantity. As Mr. Hohlfeld said, in his summary of the discussion ("A Reasonable Aim"), the meeting showed that the teachers of the state had made great progress during the past few years, that they realized fully they had problems to solve, that they were evolving ideas and ideals for the solution of these problems; in short, that the future promised great progress in modern foreign language instruction. In conclusion he emphasized his conviction that the greatest aim of the two-year course at present should be expansion into a three-year course, since the seed sown and carefully cultivated in the first two years begins to yield a real harvest in the third year. He urged all teachers in schools that have a two-year course to do all within their power to effect this expansion.

The members of the local committee, with Miss Jennette Marsh as chairman, are to be warmly congratulated on the success of the meeting, due to their thoro and able work.

John L. Kind.

II. Korrespondenzen.

Cincinnati.

Gegen den deutschen Unterricht. Vor etwas über einem Jahre, am 19. und 20. Mai, haben wir hier das 75-jährige Bestehen des deutschen Unterrichts in unseren öffentlichen Schulen in eindrucksvoller Weise gefeiert, wobei auf den erzieherischen und praktischen Nutzen eines zweisprachigen Unterrichts gebührend hingewiesen wurde. Und jetzt, ein Jahr später, will man den deutschen Untericht in unseren Elementarschulen abschaffen, und zwar aus folgenden Gründen:

1. „Der deutsche Unterricht ist ein Missbrauch der öffentlichen Gelder.

2. Er ist ein Diskriminierung gegen andere Mitbürger, die eine andere fremde Sprache sprechen.

3. Durch diesen Unterricht werden die Fortschritte aller Zöglinge in der Erlernung der Landessprache benachteiligt.

4. Und hauptsächlich weil dieser Unterricht dazu angetan ist, einen unamerikanischen Geist zu fördern."

Diese Agitation, an deren Spitze der Schwiegersohn des Präsidenten unserer städtischen Universität steht, ist natürlich nur eine traurige Folgeerscheinung unserer gegenwärtigen Kriegsverwicklung. Zweimal sind die lieben Feinde mit ihrem Antrag im Schulrate, den deutschen Unterricht bezüglich seiner Zweckmässigkeit untersuchen zu lassen, abgeblitzt. Allein sie lassen mit ihrer Agitation nicht locker, und sie wollen sich zur Erreichung ihres Zieles sogar an die Staatslegislatur wenden. Man wird